



## Galileo® Pre-K Online: Assessment and Curriculum Fidelity Tool

Galileo Pre-K Online provides early childhood educators a complete curriculum, fully integrated into an assessment and reporting system that links curriculum, assessment, planning, individualization, and program outcomes. Galileo provides a data-driven, research-based, and standards-aligned approach to providing developmentally appropriate learning opportunities for infants, toddlers, and children ages 3 through 5.

An integrated assessment and curriculum system such as Galileo Pre-K is most effective in promoting children's learning when implementation is consistent, managed and monitored. Fidelity of implementation occurs when programs use the Galileo Pre-K Online system in the way that ATI designed it to be used. To assist programs in evaluating the fidelity of implementation, ATI has created the *Galileo Pre-K Online: Assessment and Curriculum Fidelity Tool*. Through the *Galileo Pre-K Online: Assessment and Curriculum Fidelity Tool* data about the use of the assessment and curriculum tools is collected through monitoring and observation. The administrator utilizing the *Galileo Pre-K Online: Assessment and Curriculum Fidelity Tool* can identify areas where support, feedback, training and professional development can further continuous improvement.

### OVERVIEW

The *Galileo Pre-K Online: Assessment and Curriculum Fidelity Tool* is divided into four focus areas. Each focus area is made up of implementation areas that provide guiding questions for the administrator monitoring implementation. Each implementation area includes a *Specific Examples/Notes* section for documenting evidence, data sources, and special comments and notes. The focus areas and implementation areas are:

### Curriculum

§1302.32 Curricula.

(a) Curricula. (1) Center-based and family child care programs must implement developmentally appropriate research-based early childhood curricula....

(2) A program must support staff to effectively implement curricula and at a minimum monitor curriculum implementation and fidelity, and provide support, feedback, and supervision for continuous improvement of its implementation through the system of training and professional development.

Head Start Policy and  
Regulations



### **Monitoring Galileo Use**

- Child Data / Demographics
- Assessment Data
- Curriculum

### **Physical Environment**

- Signage
- Safety
- Physical Space
- Diversity

### **Professional Practices**

- Professionalism
- Observations / Assessment
- Curriculum Preparation
- Teacher Engagement
- Family Engagement

### **Management and Instruction**

- Classroom Management, Schedules & Routines
- Learning Environment
- Use of Interest Centers/Activity Centers
- Instructional Time
- Use of Curriculum
- Individualize Curriculum

## INSTRUCTIONS

In order to support staff in their ongoing implementation and use of the Galileo Pre-K Online system, ATI recommends you schedule three opportunities per staff member to explore your program's fidelity of implementation. Plan to devote several hours to get an accurate sense of the successes and needs.

Each implementation area's guiding question is to help you, as the administrator and observer. Use these guiding questions to help you address the implementation area. You are not required to answer all the guiding questions and you are encouraged to add guiding question to any implementation area.

To ensure that the *Galileo Pre-K Online: Assessment and Curriculum and Fidelity Tool* reflects your organizations unique mission ATI has also included the ability for you to add your own implementation area and relevant guiding questions in each section.

Use the *Specific Examples/Notes* section provided with each implementation area to document evidence, data sources and special comments and notes. The final Comments at the end of the document is where overall implementation challenges and successes, special comments, and areas of improvement to focus upon for the next observational period may be documented. The last page (page 27) lists ATI-provided professional development opportunities to help address specific areas of improvement.

*Curriculum is more than a collection of enjoyable activities. Curriculum is a complex idea containing multiple components, such as goals, content, pedagogy, or instructional practices.*

Early Childhood Curriculum,  
Assessment and Program  
Evaluation, NAEYC Position  
Statement (November 2003)



Educator: Sarah Bellum**AREA OF FOCUS: MONITORING GALILEO USE**

*Instructions: This section can be completed when no children are in the classroom. The evaluator reviews and documents the use of Galileo Pre-K Online.*

**CHILD DATA/DEMOGRAPHICS**

(Information can be used for curriculum individualization.)

- Are the child records enrolled in Galileo Pre-K in a timely basis?
- Is accurate data being entered on Child Form Data Information?
- Are the children identified with key demographic information (e.g., special education, English Language Learner)?
- Guiding question: \_\_\_\_\_
- Guiding question: \_\_\_\_\_

	Observation #1	Observation #2	Observation #3
<b>Date</b>	10/14/16	02/02/17	
<b>Evidence</b>	<input checked="" type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input checked="" type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable
<b>Specific Examples/ Notes</b>	<p>Children are added to Galileo within 2 days of coming to center.</p> <p>School Readiness form completed accurately.</p>	<p>Children are added to Galileo within a day of coming to center.</p> <p>The School Readiness form was not completed for 3 of the 15 new children.</p>	

**ASSESSMENT DATA****(FOCUS AREA: MONITORING GALILEO USE)**

- Has the educator accessed the children in Galileo Pre-K? (Generate the User Activity report.)
- Did each new child have a baseline observation conducted and documented in Galileo Pre-K?<sup>a</sup>
- Did each returning child have an initial observation conducted and documented in Galileo Pre-K?<sup>a</sup>
- Are observational assessments being recorded in a timely and on a regular basis for the children on each G3 scale?<sup>a</sup>
- Are observational assessments being recorded on the Galileo G3 3-5 Years: English Language Acquisition Scale for your DLL children?<sup>a</sup>
- Are anecdotal notes being recorded in a timely and on a regular basis? (Generate the Anecdotal Notes report.)
- Are children leaving your program ready for kindergarten? (Generate reports using the Galileo G3 School Readiness scale and plan interventions if needed.)
- Guiding question: \_\_\_\_\_
- Guiding question: \_\_\_\_\_

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<b>Specific Examples/ Notes</b>	<p>Logging into Galileo every 2 weeks. Would like to see it more often.</p> <p>Baseline and returning children recorded and backdating occurring. w/like to see assessment data entered closer to observational period.</p>	<p>Logging into Galileo and documenting observations weekly. Observations entered each week.</p>	

<sup>a</sup> Generate the *Assessment History* and *Data Checker Inactive/Active* reports to gather this information.

**CURRICULUM****(FOCUS AREA: MONITORING GALILEO USE)**

- Is technology integrated into the learning environment? (Is the G3 Technology Scale utilized? Are Storyteller lesson plans/activities used?)
- Are the daily/weekly lesson plans/activities posted? (Posting can be done in the classroom, in the Pre-K Parent Center, and on the Galileo Class Calendar.)<sup>b</sup>
- Are lesson plans/activities modified to meet the educational situation?
- Does the teacher create and save lesson plans in their Galileo library?<sup>b</sup>
- Does the teacher create and save activities in their Galileo library?<sup>b</sup>
- Guiding question: \_\_\_\_\_
- Guiding question: \_\_\_\_\_

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<b>Specific Examples/ Notes</b>	<p>Great use of Storyteller in the room.</p> <p>Would like to see the daily lessons posted in classroom.</p> <p>Posting appeared only 3 of the 5 days during this observational time.</p>	<p>Lessons, activities, and daily objectives posted on bulletin board.</p> <p>Activities have rotations and adjustments are made for special needs child. Instead of using the regular size blocks have the very large blocks with tactile ridges.</p>	

<sup>b</sup> Use of this Galileo tool is not required for curriculum fidelity.

**PROGRAM'S SPECIFIC IMPLEMENTATION AREA:** BUILDING CHILD PORTFOLIOS  
**(FOCUS AREA: MONITORING GALILEO USE)**

- Guiding question: Is the binder organized with dividers, work samples, pictures?
- Guiding question: Is the Family Partnership Agreement in the folder or binder?

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<b>Specific Examples/ Notes</b>	Family Partnership agreement needs signature.  Baseline assessment report included	Thorough summary of goals learned to date included showing progress.  Parent contributions included	



## AREA OF FOCUS: PHYSICAL ENVIRONMENT

*Instructions: This section can be completed when no children are in the classroom. The evaluator documents the physical learning environment.*

### SIGNAGE

- Are the classroom rules displayed with child-friendly words and pictures? (Storyteller provides printable classroom labels.)
- Are teaching signs (e.g., job charts, alphabet, number) displayed at child height?
- Is the daily schedule displayed with child-friendly words and pictures?
- Are daily objectives displayed with child-friendly words and pictures?
- Is children's work displayed?
- Guiding question: \_\_\_\_\_
- Guiding question: \_\_\_\_\_

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<b>Specific Examples/ Notes</b>	<p>Daily schedule not always posted.</p> <p>Some children work posted throughout the room and corridor.</p>	<p>Visual and written lesson plans/signs posted.</p> <p>Each center features children's work.</p>	



**SAFETY****(FOCUS AREA: PHYSICAL ENVIRONMENT)**

- Is the room clean and in good repair?
- Is the environment void of tripping or slip hazards?
- Are emergency drills (e.g., earthquake, fire drill, hurricane, tornado, lockdown) posted and documented?
- Is a First Aid kit available and stocked appropriately?
- Guiding question: \_\_\_\_\_
- Guiding question: \_\_\_\_\_

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<b>Specific Examples/ Notes</b>	Room is organized and appears to be free of any hazards.	Room is in excellent condition.	

**PHYSICAL SPACE****(FOCUS AREA: PHYSICAL ENVIRONMENT)**

- Is the room arranged so children can move around freely?
- Does the room setup enable supervision of children at all times?
- Do the interest centers/activity areas have clear and defined boundaries?
- Are there adequate number and variety of interest centers/activity areas to support the number of children? (Suggested interest areas include: art, cooking, cultural heritage, house and dramatic play, library, music and movement, nature and science, sand and water play, storyteller, and table toys/blocks and building.)
- Is there a technology interest center/activity area? (Galileo Pre-K Online Storyteller supplemental curriculum may be implemented.)
- Are there adequate supplies in each interest/center area to support the number of children?
- Are the materials (e.g., toys, boxes) labeled correctly and stored appropriately?
- Is the room well prepared prior to children's arrival (e.g., message on board is written, breakfast/lunch table set up, small and/or large group centers are ready)?
- Guiding question: \_\_\_\_\_
- Guiding question: \_\_\_\_\_

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<b>Specific Examples/ Notes</b>	<p>Not all centers set up each week, but rather does rotating centers. There are some fixed centers (e.g., computer, library, dramatic play). Good to have variety of rotating centers thus allowing children not to get "bored" with same centers. Centers used are focused on activities for that day/week.</p>	<p>Continues to rotate centers and center supplies. This allows for targeting specific goals/activities at each center.</p>	

**DIVERSITY****(FOCUS AREA: PHYSICAL ENVIRONMENT)**

- Are the DLL, disabled, special needs children provided necessary materials (when applicable)?
- Are the interest centers/activity areas reflective of cultural diversity?
- Are the materials (e.g., books, toys) reflective of diversity?
- Guiding question: \_\_\_\_\_
- Guiding question: \_\_\_\_\_

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<b>Specific Examples/ Notes</b>	<p>Sarah has asked parents to share books of their culture as part of small group library time.</p> <p>Has reading sticks to help children focused on each word. Also there are crayons punched in a styrofoam ball to make it easier to hold.</p>	<p>Additional DLL children added since last observation. Additional resources to help with DLL children is being met.</p>	

**PROGRAM'S SPECIFIC IMPLEMENTATION AREA:** OUTDOORS PLAY & LEARN**(FOCUS AREA: PHYSICAL ENVIRONMENT)**

- Guiding question: Is the playground supervision rotation planned and communicated?
- Guiding question: Is play equipment clean, in good shape, and accessible?

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<b>Specific Examples/ Notes</b>	<p>Awaiting the new ground cover to be delivered to the north yard.</p> <p>The front office and teacher lounge have the playground supervisor schedule posted.</p>	<p>Both yards are inviting and have new fencing with fitted cutout shapes that children decorated</p>	

## AREA OF FOCUS: PROFESSIONAL PRACTICES

*Instructions: Observation and/or interviews should be completed with the educator. The evaluator documents the educator's knowledge of the profession, performance of duties, and the execution of professional responsibilities.*

### PROFESSIONALISM

- *Is the educator's professional demeanor and behavior maintained?*
- *Does educator plan in conjunction with other classroom educators?*
- *Are child progress goals and expectations communicated to administrators and other staff as necessary?*
- *Guiding question: Does educator participate in center's PD opportunities? \_\_\_\_\_*
- *Guiding question: \_\_\_\_\_*

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<b>Specific Examples/ Notes</b>	PD opportunities on working with DLL children offered and not taken advantage of. Did attending introductory session on documenting baseline observations in Galileo.	Completed 3 PD sessions - Helping DLL children, Science in the classroom, and Galileo reporting.	

**OBSERVATIONS/ASSESSMENT****(FOCUS AREA: PROFESSIONAL PRACTICES)**

- Are child observations, both informal and formal, performed throughout the day?
- Does the children portfolios and observational data include a variety of data sources (e.g, work samples, photos, anecdotal notes, parent input)?
- Are Planning Levels considered to identify the next goal to focus on any given Galileo G3 scale? (Generate the Development Profile or Class Observation Record report.)
- Guiding question: \_\_\_\_\_
- Guiding question: \_\_\_\_\_

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<b>Specific Examples/ Notes</b>	<p>Sarah missed several opportunities during the day to document information observations. There were 5 children who entered the classroom, put away their coats, and immediately sat on the carpet ready for the morning. There is no reference to this in her observations of these children.</p>	<p>Must improvement has been made in documenting informal observations.</p> <p>Development Profile report generated and Sarah is utilizing this to plan for the next few targeted goals using the Ready Now Planning Level.</p>	

**CURRICULUM PREPARATION****(FOCUS AREA: PROFESSIONAL PRACTICES)**

- Is the program-approved Scope and Sequence being referenced?
- Is the educator familiar with the program's lesson plan format?
- Does the educator plan to differentiate instruction and individualize lesson plans to address DLL, disabled, and special needs children?
- Does the educator plan instruction with realistic time allotment and pacing?
- Do lesson plans and activities appropriately span the G3 goals (Galileo's Lesson Plan Map and Activities Map may be generated on teacher-created content housed in Galileo)
- Are the activities structured with clearly defined beginning, middle, and ending?
- Is scaffolding with supporting strategies being utilized (e.g., educator makes a variety of suggestions to the child to help solve the problem, asks probing questions)?
- Does educator link current Galileo G3 goals to past and future Galileo G3 goals (e.g., follows simple one-step directions, follows a small set of step-by-step directions)
- Does the educator identify where cross-curricular teaching can be applied?
- Is verification made confirming materials/centers are prepared prior to children arrival?
- Guiding question: \_\_\_\_\_
- Guiding question: \_\_\_\_\_

	<b>Observation #1</b>	<b>Observation #2</b>	<b>Observation #3</b>
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<b>Specific Examples/ Notes</b>	Belinda needs to break down the activities so that children have a clear understanding of the sequence. In the math center she had the children group shapes but did not give clear directions on how grouping should occur and different types of groupings she wanted them to do.	<p>Much improved directions on activities since last observation. In the Nature &amp; Science center there were guiding/probing questions to encourage observation, classification, and prediction about characteristics of living vs. non-living things and what living things need to survive.</p> <p>Classification done in the science center was easily transferred to the math center when ID'ing shapes.</p>	



**TEACHER ENGAGEMENT****(FOCUS AREA: PROFESSIONAL PRACTICES)**

- Are the children greeted and addressed by name throughout the day?
- Do children receive positive, descriptive feedback of their skills, behaviors, and completed activities?
- Are concepts taught connected to children's home life?
- Does the educator show enthusiasm, respectful language/tone, and verbal/physical affection?
- Does the educator physically lower themselves down to the child's level?
- Guiding question: \_\_\_\_\_
- Guiding question: \_\_\_\_\_

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<b>Specific Examples/ Notes</b>	<p>Sarah greets children during morning meeting and says to each "I'm glad to see you" and asks about their previous day and what they shared with their family.</p> <p>At end of day review what class did today so that child can share with family.</p>	<p>Continues to greet each child using high 5s, greetings, and personalized greetings. Also receive child feedback from child on family activities.</p> <p>Sarah gives "thumbs up" signal when children follow the rules of putting their materials away and sitting on the carpet for large group activity.</p>	

**FAMILY ENGAGEMENT****(FOCUS AREA: PROFESSIONAL PRACTICES)**

- Does the educator communicate and connect with all families (e.g., home visits, phone calls, classroom visits, notes, newsletter, Pre-K Parent Center)?
- Does the educator work with families to develop strategies and activities that can be used and done at home (e.g., reinforce goals introduced in the classroom, address challenging behaviors, or educational gaps)?
- Does the educator encourage parents to share observations of child's capabilities at home?
- Does the educator encourage families to read at home and in the classroom?
- Is the Galileo's Times for Learning At-Home activities shared with parents to support child's learning?
- Guiding question: \_\_\_\_\_
- Guiding question: \_\_\_\_\_

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<b>Specific Examples/Notes</b>	<p>Sarah asks children during morning meeting what they shared with their family.</p> <p>Sends bi-weekly newsletter home on what class as done and what they'll be doing the next 2 weeks.</p> <p>Incorporates Times for Learning activity into the newsletter.</p>	<p>Shares newsletter with family in electronic format through Galileo's Parent Center portal.</p> <p>For those parents with no internet connection, she sends a hardcopy home.</p> <p>Has a "book bag" that child can take home for a week so that parents have books that they can read with their child.</p>	

**PROGRAM'S SPECIFIC IMPLEMENTATION AREA:** PARENT VOLUNTEERS**(FOCUS AREA: PROFESSIONAL PRACTICES)**

- Guiding question: Are parents encouraged to participate in classroom and school activities?
- Guiding question: Are in-kind contributions of Reading at home time documented?

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<b>Specific Examples/ Notes</b>	<p>María is available to translate for Spanish-only parents offering to volunteer for winter holiday decoration and cleanup duty.</p>	<p>Parents are provided with list of volunteer opportunities including policy council and interest survey.</p>	

## AREA OF FOCUS: MANAGEMENT AND INSTRUCTION

*Instructions: This section should be completed when children are in the room. The evaluator documents the educator's pedagogy and practices utilized on a regular basis.*

### CLASSROOM MANAGEMENT, SCHEDULES & ROUTINES

- Does the educator review the schedule with children, perhaps during Morning Meeting time?
- Does the educator refer to the schedule throughout the day? (Reviewing the schedule throughout the day can help with structured and smooth transitions.)
- Does the educator refer to class rules, and expectations throughout the day?
- Are segments of the day divided into sitting and movement times?
- Does the educator effectively guide individual children through transitions?
- Is the educator flexible in adapting lessons when necessary, to allow children opportunities to lead?
- Guiding question: \_\_\_\_\_
- Guiding question: \_\_\_\_\_

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<b>Specific Examples/ Notes</b>	<p>Sarah quickly goes over the daily schedule. Would like to see additional time devoted to the daily schedule/morning meeting. Transitions are present but not totally structured; about 75% of the children are on task during transition time. For emotionally disabled child, allowing them to carry stuffed animal from one center to another.</p>	<p>Spent 30 minutes reviewing the schedule during Morning Meeting and after each transitional period to the next period (e.g., large group reading to center to lunch to outdoor time). Has incorporated a more "formal" transition as incorporated key phrases (e.g., hand hug to quiet children, 123 eyes on me). For emotionally disabled child, placed favorite toy into the dramatic play center that they rarely want to participate during free time.</p>	

**LEARNING ENVIRONMENT****(FOCUS AREA: MANAGEMENT AND INSTRUCTION)**

- *Is a positive learning environment maintained?*
- *Does the environment promote and respect students' diversity?*
- *Does the educator maximize instructional learning time by working with students individually and in groups?*
- *Is instruction/activity modification done when children lose interest in activity?*
- *Does educator individualize directions for children who need additional support (e.g., additional prompt, nonverbal prompt, verbal direction, picture prompt)?*
- *Does educator monitor the children to ensure that they are engaged?*
- *Are the children's various learning styles (e.g., auditory, kinesthetic, logical, visual, etc.) addressed?*
- *Does the educator ensure there are few disruptions to the learning environment and lesson?*
- *Guiding question:* \_\_\_\_\_
- *Guiding question:* \_\_\_\_\_

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<b>Date</b>	10/14/16	02/02/17	
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<b>Specific Examples/Notes</b>	<p>There is a very positive learning environment in the class. Praises are said when Sarah notices a child doing something well (e.g., Charlie helped Alex, Josie, and Xavier put away the crayons).</p> <p>Since there is a rotation of centers, able to address the various learning styles (e.g., music and dramatic play). Since parents are sharing cultural resources, there is a variety of books for the reading center/large group and outfits in the dramatic play center.</p>	<p>Nonverbal prompts are given to the DLL students – stand up → raise arms, use pictures/real objects when introduce new vocabulary words to help make connections</p> <p>Monitors the room (visits different centers and visually observes) to ensure that all children are engaged. Spent time in science center and asked probing questions and allowed all children to answer.</p> <p>Learning styles addressed visual and kinesthetic learning -- Sand/Water center build different shapes (e.g, square, rectangle)</p>	

**USE OF INTEREST CENTERS/ACTIVITY CENTERS**

**(FOCUS AREA: MANAGEMENT AND INSTRUCTION)**

- What is the quality of each center (e.g., appropriate for the observational goal, correct material, materials are organized and in good condition)?<sup>c</sup>
- Does each interest area/center operate in a manner that allows children participation and sets the stage for children’s independent exploration?
- Does the educator seek to engage children in conversation about the center’s activity during and after the focus time?
- Is there a variety of activity types (e.g., small group, large group, independent activities) in multiple areas such as both indoor and outdoor activities?
- Are there both teacher-led and child initiated activities?
- Guiding question: \_\_\_\_\_
- Guiding question: \_\_\_\_\_

	<b>Observation #1</b>	<b>Observation #2</b>	<b>Observation #3</b>
<b>Date</b>	10/14/16	02/02/17	
<b>Evidence</b>	<input checked="" type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input checked="" type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable
<b>Specific Examples/Notes</b>	<p>There is a good balance of teacher-led and child-initiated activities. Each center has clearly defined goals.</p> <p>Incorporated Storyteller as part of the technology center.</p>	<p>During Sand/Water center build different shapes (e.g, square, rectangle, cone) thus tying in shapes covered in math center.</p> <p>Discussed with children the characteristics of each shape, including similarities and differences.</p>	

<sup>c</sup> Administrator monitors

**INSTRUCTIONAL TIME****(FOCUS AREA: MANAGEMENT AND INSTRUCTION)**

- Is there a variety and balance of child-directed and teacher-directed activities?
- Does the educator model skills and strategies appropriately and with ease?
- Does the educator model skills and strategies with age- and domain-appropriate language?
- Is good pacing maintained?
- Are there follow-up discussions with content-related questions?
- Do guided questions assess children's understanding at various Depths of Knowledge (DOK)?
- Are children provided opportunities to respond and explain their thinking?
- Do children have many opportunities to respond?
- Guiding question: \_\_\_\_\_
- Guiding question: \_\_\_\_\_

	Observation #1	Observation #2	Observation #3
<b>Date</b>	10/14/16	02/02/17	
<b>Evidence</b>	<input type="checkbox"/> Strongly evident <input checked="" type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input checked="" type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable
<b>Specific Examples/ Notes</b>	<p>Sarah models what children should do especially in physical responses (e.g., sit, stand, line up for lunch).</p> <p>Questions occurs after large group reading of "Red Are the Apples" that focused on food that grows in a garden and harvested foods. Would like to see increased in DOK questioning.</p> <p>Sarah uses age appropriate language throughout the day with children and when greeting parents.</p>	<p>The DOK questioning level has increased with additional open ended questions during reading of "Aunt Flossie's Hats". What do you observe? Predict will happen next? How would you summarize the story? Can you relate to this story? How?</p>	



**USE OF CURRICULUM****(FOCUS AREA: MANAGEMENT AND INSTRUCTION)**

- Does educator use lesson plans as guides and not as scripts?
- Are there a variety of activities to support a lesson?
- Are appropriate interest centers utilized?
- Is the assessment's Planning Levels utilized in selecting the goals for the next lesson plan and activities?
- Does the educator scaffold learning with developmentally appropriate cues?
- Are all Galileo G3 Scales incorporated into the lesson plan and activities?
- Is the Storyteller Curriculum being utilized?
- Guiding question: \_\_\_\_\_
- Guiding question: \_\_\_\_\_

	Observation #1	Observation #2	Observation #3
<b>Date</b>	10/14/16	02/02/17	
<b>Evidence</b>	<input type="checkbox"/> Strongly evident <input checked="" type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input checked="" type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable
<b>Specific Examples/ Notes</b>	<p>Using the Galileo LP and activities, however, is referring them too often. In the Fall Flannel Board (part of the Colors of Fall LP), Sarah is consistently referring to the "next steps".</p> <p>Sarah stated that did this activity because it is fall and not because of the child's planning levels. Should focus on activities for appropriate child's readiness level.</p>	<p>Math center Counting Pretty Petals activity included only children whose planning levels addressed counting greater up to 10. Enriched activity by using flannel board removing petals to address subtraction skills.</p> <p>Challenging to have children cut a shape along straight lines (Grass Headbands activity). 3 of the children's in the art center were not developmental ready for this. Need to focus on planning levels when selecting activity. Could have precut the shapes for these children.</p>	

**INDIVIDUALIZE CURRICULUM****(FOCUS AREA: MANAGEMENT AND INSTRUCTION)**

- Are lesson plans identified and implemented for specific children based on their needs?
- Are activities identified and implemented for specific children based on their needs?
- Is the assessment's Planning Level utilized to individualize lesson plans/activities?
- Does the educator recognize if child is having difficulty and then adapts teaching to meet the child's needs?
- Does the educator differentiate instructional lesson/activity to address DLL, disabled, special needs children?
- Does the educator enrich the curriculum as instructed in the curriculum?
- Guiding question: \_\_\_\_\_
- Guiding question: \_\_\_\_\_

	Observation #1	Observation #2	Observation #3
<b>Date</b>	10/14/16	02/02/17	
<b>Evidence</b>	<input type="checkbox"/> Strongly evident <input checked="" type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input checked="" type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable
<b>Specific Examples/ Notes</b>	<p>Planning levels are not consistently utilized when identifying curriculum. Use of the Galileo's Individualized LP tool might help address this area.</p> <p>Enriches curriculum with parental resources (e.g., cultural relevant books).</p> <p>Jose having difficulty staying with large group reading. He was made the "page turner" for the day and thus allowing him to be focused for reading time.</p>	<p>Enrichment was done in Math center Counting Pretty Petals activity by using flannel board removing petals to address subtraction skills.</p> <p>Cutting of shapes along straight lines (Grass Headbands activity) was difficult for 3 - children not developmental ready for goal. Could have precut the shapes for these children.</p>	

**PROGRAM'S SPECIFIC IMPLEMENTATION AREA:** HOME-BASED EDUCATION**(FOCUS AREA: MANAGEMENT AND INSTRUCTION)**

- Guiding question: How often are home visits conducted?
- Guiding question: What regular socialization activities are planned?

	Observation #1	Observation #2	Observation #3
<b>Date</b>	10/14/16	02/02/17	
<b>Evidence</b>	<input checked="" type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input checked="" type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable
<b>Specific Examples/Notes</b>	<p>Weekly visits conducted by each of the home visiting teachers.</p> <p>Parents helped with the lessons and offered ideas.</p>	<p>The monthly "Together Time" was a hit with most families attending.</p> <p>Twice weekly visits to parents of infants.</p> <p>Home-based teachers are documenting their 8 to 10 families and service plans.</p>	

## COMMENTS

	Observation #1	Observation #2	Observation #3
<b>Date</b>	10/14/16	02/02/17	
<b>Implementation Challenges</b>	Learning curve of the Galileo system and somewhat overwhelming to document all domains. Training in Galileo has helped with this.	Figuring out which Galileo report is best for identifying planning levels. Found the Development Profile and Class Observation reports to be most useful.	
<b>Implementation Successes</b>	Timely documentation of children enrollment, form completion, and observations.	The SR Readiness form should be completed in a timelier basis.	
<b>Comments</b>	Overall doing a great job with classroom management and incorporating Galileo activities into centers.		
<b>Areas of Improvement for next observation</b>	Monitor the child's planning levels when identifying activities.	Much improved on monitoring the child's planning levels when identifying activities.	
<b>Evaluator Signature</b>	Tony Magical	Tony Magical	
<b>Educator Signature</b>	Sarah Bellum	Sarah Bellum	

## ATI PROFESSIONAL DEVELOPMENT OPPORTUNITIES

ATI offers a number resources to aid in using the Galileo curriculum. They include:

Professional Development Resource	Purpose
DL Score Level Ranges <ul style="list-style-type: none"> <li>• <a href="#">birth-3 years assessment scales</a></li> <li>• <a href="#">3-5 years assessment scales</a></li> </ul>	Development Level (DL) score ranges and achievement levels for each of the G3 assessment scales.
<a href="#">Galileo Pre-K Online Assessment Kit 3 Through 5 Years Galileo Pre-K Online Class Observation Records</a>	Kit contains Class Observation Records for each Galileo G3 3-5 years scale. The kit can assist in documenting class observations.
<a href="#">Galileo Pre-K Online Assessment Kit 3 Through 5 Years Observation, Scoring, and Interpretation Using Galileo Pre-K Online: A Brief Guide</a>	Guide provides useful tips to help enhance observations, including Galileo G3 3-5 years scale examples, and quick reference guides that walks through the process of recording and reporting on observational data.
<a href="#">Estimated Growth</a>	Workbook assists with calculating estimated growth in your program.
<a href="#">Predicted Development Level (2015-16 program year)</a>	Document assists with identifying predicted Development Level (DL) scores for children at different ages.
Inter-rater Reliability (IRR) online course <sup>d</sup>	Assists teachers and program staff to develop the knowledge and skills required to reliably conduct observational assessments.
Fundamentals of Galileo, Merlin, and Curriculum online courses <sup>d</sup>	Each online course offers users with the background needed to implement the observational data and manage curriculum.
On-site Custom Offerings <sup>d</sup>	ATI's Professional Development team offers customized sessions to best meet your professional development needs.
<a href="#">Learning on Demand</a>	Complimentary topic-specific webinar to assist educators in becoming proficient users of Galileo Pre-K Online with the goal of enhancing children learning. Each session is recorded and available on demand in the online help files and in the Galileo Forum.
Small Group Webinar <sup>d</sup>	Live, customized webinar training are reflective of individual program needs. These complimentary, small group webinar training generally focus on a single topic.

<sup>d</sup> Contact ATI's Professional Development team ([ProfessionalDevelopment@ati-online.com](mailto:ProfessionalDevelopment@ati-online.com) or 800.367.4762) for details on this offering.